

Program Scope and Sequence

	K	1	2	3	4	5
Comprehension						
Make Connections	●	●	●	●	●	●
Make Connections: Background Knowledge	●	●	●	●	●	●
Make Connections: Compare/Contrast Information	●	●	●	●	●	●
Make Connections: Text to Text, Self, and World	●	●	●	●	●	●
Make Connections: Compare/Contrast Genres		●	●	●	●	●
Infer	●	●	●	●	●	●
Infer: Conclusions	●	●	●	●	●	●
Infer: Predictions	●	●	●	●	●	●
Infer: Author's Purpose			●	●	●	●
Infer: Cause and Effect			●	●	●	●
Infer: Fact/Opinion			●	●	●	●
Infer: Student Opinion			●	●	●	●
Infer: Generalizations			●	●		
Synthesize	●	●	●	●	●	●
Synthesize: Create a Summary	●	●	●	●	●	●
Synthesize: Process	●	●	●	●	●	●
Synthesize: Retell	●	●	●	●	●	●
Synthesize: Classify/Categorize Information	●	●	●	●	●	
Synthesize: Sequence	●	●	●	●		
Create Images	●	●	●	●	●	●
Create Images: Enhance Understanding	●	●	●	●	●	●
Create Images: Use Visuals	●	●	●	●	●	●
Create Images: Revise			●	●	●	●
Ask Questions	●	●	●	●	●	●
Ask Questions: Author's Purpose	●	●	●	●	●	●
Ask Questions: Meaning	●	●	●	●	●	●
Ask Questions: Visuals	●	●	●	●	●	●
Determine Importance	●	●	●	●	●	●
Determine Importance: Purpose for Reading	●	●	●	●	●	●
Determine Importance: Main Idea	●	●	●	●	●	●
Determine Importance: Rank Information	●	●	●	●	●	●
Determine Importance: Supporting Details			●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Monitor Understanding: Reread Text	●	●	●	●	●	●
Monitor Understanding: Self-Monitoring	●	●	●	●	●	●

	K	1	2	3	4	5
Monitor Understanding (continued)	●	●	●	●	●	●
Monitor Understanding: Adjust Pace			●	●	●	●
Monitor Understanding: Genre			●	●	●	●
Monitor Understanding: Pause and Reflect			●	●	●	●
Monitor Understanding: Reflect on Purpose				●	●	●
Monitor Understanding: Strategic Reading				●	●	●
Use Fix-Up Strategies	●	●	●	●	●	●
Use Fix-Up Strategies: Decoding and Word Analysis	●	●	●	●	●	●
Use Fix-Up Strategies: Pictures	●	●	●	●	●	●
Use Fix-Up Strategies: Decoding Word Parts		●	●	●	●	●
Use Fix-Up Strategies: Read On		●	●	●	●	●

Literacy Skills						
Phonemic Awareness						
Phoneme Addition/Deletion	●	●	●			
Phoneme Blending	●	●	●			
Phoneme Blending: Onset and Rime	●	●				
Phoneme Isolation	●	●	●			
Phoneme Matching	●	●	●			
Phoneme Segmentation	●	●	●			
Phoneme Segmentation/Blending	●	●	●			
Phoneme Substitution	●	●	●			
Syllable Awareness	●	●	●			
Word Awareness	●	●	●			
Word Rhyming	●	●	●			
Phonics						
Understand and apply the alphabetic principle	●	●				
Use knowledge of letter-sound relationships to decode	●	●	●	●	●	●
Develop and apply knowledge of consonant sounds	●	●	●	●	●	●
Develop and apply knowledge of consonant blends		●	●	●	●	●
Develop and apply knowledge of consonant digraphs		●	●	●	●	●
Develop and apply knowledge of consonant patterns			●	●	●	●
Develop and apply knowledge of short vowels	●	●	●	●	●	●
Develop and apply knowledge of long vowels		●	●	●	●	●
Develop and apply knowledge of complex vowel patterns			●	●	●	●
Use knowledge of vowel diphthongs			●	●	●	●
Use knowledge of vowel digraphs		●	●	●	●	●
Use knowledge of vowel variants		●	●	●	●	●
Demonstrate understanding of <i>r</i> -controlled vowels		●	●	●	●	●



	K	1	2	3	4	5
Phonics (continued)						
Use knowledge of word families to decode	●	●	●	●	●	●
Use knowledge of spelling patterns to decode (CVC, CVCe)		●	●	●	●	●
Use knowledge of syllables to decode multi-syllable words		●	●	●	●	●
Word Study/Grammar						
Abbreviations			●	●	●	●
Action Verbs			●	●	●	●
Adjectives			●	●	●	●
Adverbs			●	●	●	●
Antonyms			●	●	●	●
Compound Words			●	●	●	●
Conjunctions			●	●	●	●
Consonant Doubling			●	●	●	●
Contractions			●	●	●	●
Helping Verbs			●	●	●	●
Homonyms			●	●	●	●
Idioms			●	●	●	●
Inflected Endings: <i>-ed</i> and <i>-ing</i>			●	●	●	●
Interjections			●	●	●	●
Irregular Verbs			●	●	●	●
Linking Verbs			●	●	●	●
Multiple-meaning Words			●	●	●	●
Nouns			●	●	●	●
Plurals <i>-s</i> , <i>-es</i> , and <i>-ies</i>			●	●	●	●
Prefixes and Suffixes			●	●	●	●
Prepositions			●	●	●	●
Pronouns			●	●	●	●
Proper Nouns			●	●	●	●
Reference Materials			●	●	●	●
Syllabication			●	●	●	●
Synonyms			●	●	●	●
Verbs			●	●	●	●
Fluency						
Change voice to reflect characters	●	●	●	●	●	●
Convey emotion and meaning	●	●	●	●	●	●
Read in phrases	●	●	●	●	●	●
Stress words with special type treatment	●	●	●	●	●	●
Use punctuation to inform meaning	●	●	●	●	●	●

	K	1	2	3	4	5
Vocabulary						
Recognize high frequency words	●	●	●			
Recognize and understand theme vocabulary	●	●	●	●	●	●
Understand content-area vocabulary	●	●	●	●	●	●
Understand academic vocabulary	●	●	●	●	●	●
Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud	●	●	●	●	●	●
Use picture clues to help determine word meanings	●	●	●	●	●	●
Use new words in a variety of contexts	●	●	●	●	●	●
Create and use graphic organizers to group, study, and retain vocabulary	●	●	●	●	●	●
Classify and categorize to extend vocabulary concepts	●	●	●	●	●	●
Use analogies to extend vocabulary concepts	●	●	●	●	●	●
Concepts of Print						
Develop an understanding of letters and words	●	●				
Demonstrate book-handling skills	●	●				
Demonstrate directionality	●	●				
Identify uppercase and lowercase letters	●	●				
Understand that words are separated by spaces	●	●				
Match spoken word to print	●	●				
Recognize parts of a book	●	●				
Recognize name and environmental print	●	●				
Locate author and illustrator	●	●				
Identify end punctuation	●	●	●	●		
Develop an understanding of sentences and paragraphs		●	●	●		
Use alphabetic knowledge to locate information		●	●	●		
Understand typographical cues (boldface, italics, etc.)		●	●	●		
Use parts of a book to locate information		●	●	●	●	●
Identify abbreviations		●	●	●	●	●
Identify contractions		●	●	●	●	●
Understand how to read nonfiction text	●	●	●	●	●	●
Literary Response and Analysis						
Distinguish fantasy from reality	●	●	●	●	●	●
Distinguish genres	●	●	●	●	●	●
Identify character	●	●	●	●	●	●
Identify plot	●	●	●	●	●	●
Identify repetition of language	●	●	●	●	●	●
Identify setting	●	●	●	●	●	●
Identify story structure	●	●	●	●	●	●
Recognize rhythm and rhyme	●	●	●	●	●	●

	K	1	2	3	4	5
Literary Response and Analysis (continued)						
Understand humor	●	●	●	●	●	●
Understand role of author and illustrator	●	●	●	●	●	●
Recognize alliteration		●	●	●	●	●
Recognize onomatopoeia		●	●	●	●	●
Understand dialogue		●	●	●	●	●
Identify point of view			●	●	●	●
Understand metaphor			●	●	●	●
Understand simile			●	●	●	●
Identify analogies				●	●	●
Identify foreshadowing and flashback				●	●	●
Recognize colloquialism				●	●	●
Recognize dialect				●	●	●
Recognize idioms				●	●	●
Recognize slang				●	●	●
Understand exaggeration and hyperbole				●	●	●
Understand personification				●	●	●
Understand symbolism				●	●	●
Identify theme					●	●
Identify tone/mood						●
Fiction						
Fiction Text Genres						
Understand humorous fiction	●	●	●	●	●	●
Understand plays	●	●	●	●	●	●
Understand realistic fiction	●	●	●	●	●	●
Understand fairy tales	●	●	●	●		
Understand animal fantasy	●	●	●	●		
Understand fables		●	●	●	●	●
Understand informational fiction		●	●	●	●	●
Understand mysteries		●	●	●	●	●
Understand fantasy			●	●	●	●
Understand folktales			●	●	●	●
Understand adventure				●	●	●
Understand diary				●	●	●
Understand poems				●	●	●
Understand science fiction				●	●	●
Understand pourquoi tales					●	●
Understand historical fiction					●	●
Understand horror						●
Understand myth						●

	K	1	2	3	4	5
Nonfiction						
Text Features						
Recognize and use contents page	●	●	●	●	●	●
Recognize and use picture glossary	●	●	●			
Recognize and use picture index		●	●			
Read captions	●	●	●	●	●	●
Read labels	●	●	●	●	●	●
Read lists	●	●	●	●	●	●
Recognize and use headings	●	●	●	●	●	●
Recognize and use text index		●	●	●	●	●
Use text glossary		●	●	●	●	●
Read and use sidebars			●	●	●	●
Recognize and use subheadings			●	●	●	●
Recognize letters or e-mails within text			●	●	●	●
Graphic Elements						
Read tables	●	●	●	●	●	●
Read diagrams		●	●	●	●	●
Read maps		●	●	●	●	●
Read bar graphs			●	●	●	●
Read bird's-eye view			●	●	●	●
Read cross sections			●	●	●	●
Read floor plans			●	●	●	●
Read flow charts			●	●	●	●
Read line graphs			●	●	●	●
Read satellite or radar images			●	●	●	●
Read time lines			●	●	●	●
Read circle graphs				●	●	●
Read microscopic images					●	●
Read Venn diagrams						●
Nonfiction Text Genres						
Understand personal narrative	●	●	●	●	●	●
Understand expository writing	●	●	●	●	●	●
Understand procedural text	●	●	●	●	●	●
Understand and use question and answer format	●	●	●	●	●	●
Understand picture dictionaries	●	●	●	●		
Understand interviews		●	●	●	●	●
Understand observation logs		●	●	●	●	●
Understand biography		●	●	●	●	●
Understand encyclopedias			●	●	●	●

	K	1	2	3	4	5
Nonfiction Text Genres (continued)						
Understand newspaper articles				●	●	●
Understand persuasive essay					●	●
Understand memoir						●

Writing						
Spelling		●	●	●	●	●
Grammar						
Adjectives	●	●	●	●	●	●
Adverbs				●	●	●
Conjunctions		●	●	●	●	●
Nouns	●	●	●	●	●	●
Common Nouns		●	●	●	●	●
Proper Nouns		●	●	●	●	●
Prepositions					●	●
Pronouns		●	●	●	●	●
Verbs	●	●	●	●	●	●
Helping Verbs			●	●	●	●
Irregular Verbs			●	●	●	●
Linking Verbs			●	●	●	●
Past Tense				●	●	●
Present Tense				●	●	●
Future Tense				●	●	●
Commands	●	●	●	●	●	●
Exclamations		●	●	●	●	●
Questions	●	●	●	●	●	●
Statements	●	●	●	●	●	●
Simple Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences					●	●
Compound-Complex Sentences					●	●
Comparative and Superlative				●	●	●
Contractions			●	●	●	●
Possessives		●	●	●	●	●
Subject/Verb Agreement		●	●	●	●	●
Homophones					●	●
Commonly Misused Words						●

	K	1	2	3	4	5
Forms						
Story	●	●	●	●	●	●
Letter	●	●	●	●	●	●
Report	●	●	●	●	●	●
Poem		●	●	●	●	●
Personal Narrative		●		●	●	
Procedural Text		●		●		
Observation Log			●	●		●
Biography					●	●
Newspaper Article					●	●
Persuasive Essay					●	●
Organizational Patterns						
Main Idea/Details	●	●	●	●	●	●
Sequence	●	●	●	●	●	●
Problem/Solution		●	●	●	●	●
Cause and Effect			●	●	●	●
Compare/Contrast			●	●	●	●
Process						
Drafting	●	●	●	●	●	●
Editing	●	●	●	●	●	●
Prewriting	●	●	●	●	●	●
Publishing	●	●	●	●	●	●
Revising	●	●	●	●	●	●
Traits						
Conventions	●	●	●	●	●	●
Ideas	●	●	●	●	●	●
Organization	●	●	●	●	●	●
Presentation	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	●
Voice	●	●	●	●	●	●
Word Choice	●	●	●	●	●	●
Craft						
Adapt to purpose and audience	●	●	●	●	●	●
Build strong paragraphs	●	●	●	●	●	●
End effectively	●	●	●	●	●	●
Start strong	●	●	●	●	●	●
Keep language fresh	●		●	●	●	●
Establish setting	●	●		●	●	
Build characters	●	●	●			●

	K	1	2	3	4	5
Craft (continued)						
Incorporate dialogue	●	●			●	
Use repetition for emphasis		●	●			
Vary point of view			●	●		
Include figurative language				●		●
Use nonfiction features to organize writing					●	
Build suspense in fiction						●

Listening and Speaking						
Listening Skills and Strategies						
Discriminative Listening						
Listen for letter sounds	●	●				
Listen for expression	●	●				
Listen to identify characters	●	●				
Precise Listening						
Listen for details	●	●	●	●	●	●
Listen for special word meanings	●	●	●	●	●	●
Listen to understand characters	●	●	●	●	●	●
Strategic Listening						
Listen for comprehension	●	●	●	●	●	●
Critical Listening						
Listen for facts and opinions	●	●	●	●	●	●
Listen for words that show emotion	●	●	●	●	●	●
Listen to compare and contrast ideas	●	●	●	●	●	●
Appreciative Listening						
Listen for a purpose	●	●	●	●	●	●
Listen for descriptive language	●	●	●	●	●	●
Listen for humor	●	●	●	●	●	●
Listen for words and phrases to enjoy	●	●	●	●	●	●
Speaking Skills and Strategies						
Speak clearly and accurately, using appropriate delivery for a variety of audiences and purposes	●	●	●	●	●	●
Speak to ask and answer questions	●	●	●	●	●	●
Speak to communicate needs and share ideas and experiences	●	●	●	●	●	●
Speak to deliver dramatic performances	●	●	●	●	●	●
Speak to express an opinion	●	●	●	●	●	●
Speak to retell, paraphrase, or explain information	●	●	●	●	●	●
Speak to share a piece of writing	●	●	●	●	●	●
Speak to share thinking about a comprehension strategy	●	●	●	●	●	●